

Alliance

AN ETHNIC NEWSPAPER AT KSU

Vol. 7, No. 1 September/October 1985

STUDENTS HELP STUDENTS THROUGH ESS TUTOR PROGRAM

Educational Supportive Services (ESS) program met in August with student tutors to discuss some of the fine points of the ESS Tutorial Program. This fall approximately, 27 K-State students, from the Colleges of Arts & Sciences, Business Administration, Education, Engineering, and Human Ecology, will work part-time with the ESS program tutoring fellow students who are having some difficulty with class work.

Kathy Greene, program director, said math and science courses usually present the greatest problems for students so most of the tutors help in courses such as algebra, chemistry, and biology.

Greene said students who come in seeking help with social science and non-science classes are more rare. She commented, however, that sometimes students requesting help with a less technical class may actually need help with a study skill. The ESS Program, in the person of Ben Silliman, also provides study skills assistance.

"When people are having difficulty with classes," Greene said, "often the real problem is they need to learn

a more effective way to read the text, take notes, or maybe they just need help learning to organize their time." When students master the study skills problems, particularly course problems often take care of themselves, she said.

"For students having problems in math and science, our tutors can provide a great deal of assistance," Greene said.

In addition, people having problems in a math class can make an appointment with Shahla Nikravan, who oversees the ESS Math Lab and teaches a one-hour credit math application course for ESS.

K-State's federally funded ESS Program provides tutorial assistance for about 350 K-State students each year. To qualify for the program, students must meet federal eligibility requirements, but Greene said any student having difficulty with class work may contact the ESS Office (Holton Hall 205, 532-5642). "We can either help, or refer students to someone else," she said.



(Seated left to right): Kathy Greene, ESS Assistant Director for Academic Services; Ben Silliman, ESS Learning Skills Specialist; Curtis Bazemore, junior in pre-med from Topeka (math/science tutor); Jung Rho, Masters student in Family Life Education from Korea (statistics tutor); Catherine Floyd-Osborne, senior in pre-med from Manhattan (math/science tutor). (Standing): John Scott, senior in Apparel Design/Gerontology from New York (English, Comp and ESL tutor); and Shahla Nikravan, ESS Math/Science Coordinator. Other ESS staff are Anne S. Butler, Director; Deborah Boone, Counselor; Lori Switzer, Career Education; Suzie Wisdom, Secretary; and Samuel Branch and Art Tabares, Graduate Assistants. Tabares is a counselor on leave from Emporia, Kansas Middle School and Branch has just completed a six-year stint as principal of a middle school in Arkansas. Both are working on Ph.D.'s in the College of Education.

MINORITY STUDENTS CONFER

"Kansas Minority Students: Problems and Solutions," a conference sponsored by The Associated Students of Kansas (ASK) with the support of the State Board of Education, will be October 18 - 19, 1985 at Washburn University in Topeka.

Veryl Switzer, Assistant Vice-President for Students Affairs, Anne S. Butler, Director of the Educational Supportive Services program, and Charles Rankin, Director of the Midwest Race Desegregation Assistance Center at K-State, as well as many other educational leaders and students in the state are participating in the conference.

The conference is being convened in response to the need for direct information from minority students about problems and concerns they face each day. Workshops on higher education, public education, social development, community members and leadership are planned.

A registration fee of \$20, due October 14, will include all conference materials and three meals. The ASK office will assist with lodging arrangements. For more information call the ASK office at (913) 354-1394.

"Most feminist educators struggle mightily within a context of disincentives," Dr. Patti Lather, assistant professor of Women's Studies at Mankato State University in Minnesota, told KSU faculty and students in September. The norm for education administrators is to be "indifferent and offer only token, paternalistic support for sex equity issues," she said.

To its credit, however, in addition to offering a Women's Studies minor in Teacher Education Ph.D. programs and having strong support within the College of Education for sex (as well as ethnic and exceptional) equity issues, K-State's COE currently has an active sex equity grant project underway, which explains Lather's visit to Kansas.

The researcher, whose doctoral dissertation and ongoing research is on the subject of feminism, teacher education and curricular change, was at KSU to help design and conduct an evaluation of \$145,000 Women's Education Equity ACT (WEEA) grant being implemented by the Department of Curriculum and Instruction within the College of Education. The federal WEEA grant helps support the College's effort to train teacher educators in sex-equity concepts.

The College's current stance on equity issues was reflected in Lather's positive evaluation of the WEEA project. She particularly noted the cooperation of male COE faculty in the WEEA project, the communication and

interaction between the Women's Studies program and the Teacher Education program, and the fact that WEEA project participants are attempting to infuse equity concepts into the entire curriculum.

In fact, based on her research findings, Lather said, K-State is the only school (she knows of) to seriously attempt a systematic infusion of sex-equity content into the total elementary teacher education curriculum.

Ten of the teacher educator faculty (eight male) are involved in the project by developing a monograph for sex-fairness within their regular class curriculum, according to Nancy Smith, associate professor of Curriculum and Instruction and director of the project. "This will put K-State in a position to provide expertise to other educators in the country," she said.

"Professors in other teacher education programs who teach a particular course, say math, can pick up the monograph written by our math methods professor and find suggestions on how to integrate sex-equity in their class," Smith said.

Today, most feminist educators agree it is best to try to infuse equity concepts into the entire curriculum, rather than offering a course or two on "women's issues," Lather said. However, she also found a 1981-1983 survey of feminist teacher educators that their most common complaint was, "No one even knows about my infusion efforts."

Lather encouraged attempts to build better communication between Women's Studies faculty and sex equity programs (within Colleges of Education). She said the two programs have developed in isolation and seldom communicate.

Smith noted that a link between KSU Women's Studies faculty and the College of Education aided response to K-State's WEEA project.

"If this had been the first time our faculty had heard of equity issues, it would have been harder. But we have had speakers and programs concerning equity concepts in the College of Education for a long time. Our faculty was ready for it and very receptive," she said.

Lather will make a final evaluation of the KSU project in December and give a report to the U.S. Department of Education.

ALLIANCE EXPANDS

Alliance--An Ethnic Newspaper at KSU begins its seventh year of publication this fall. The Office of Minority Affairs, Alliance publisher, is happy to announce that the KSU College of Education is participating in the publication of the newspaper this year. Alliance will be enhanced by incorporating information from the several multicultural and nonsexist programs of the College of Education.

A SUMMER MEDICAL INTERNSHIP

by Curtis Bazemore

"Come on, Paratrooper, you can do it," the doctor said as I held the eight-year old's head stable on the examination bed.

"OUCH!" screamed the young patient as if he was in pain when actually it was only a psychological reaction to the doctors and nurses around him in the emergency room.

"OK, hold him still, Curtis," said Doctor Prograse as he attempted the next set of sutures on the little boy's nose.

As I comforted our little patient, I began to realize the many roles of a physician and the reality of my becoming one.

This is only one eye-opening experience I had this summer while attending the bio-medical sciences program at Meharry Medical School in Nashville,

Tennessee. My days were filled with other experiences too, in courses such as cell biology, bio-organic chemistry, scientific communications, and statistics. The program also sponsored health profession seminars which exposed me to the various opportunities in a medical career. A typical day was similar to medical school and lasted from 8:00 am to 4:00 pm in the afternoon.

Not only did I have experiences inside the classroom but also in the laboratory. In the labs I had the chance to see concepts at work that I had in class. For instance, some reactions seen in chemistry lab were simulated reactions of the body.

My clinical experience cited earlier occurred during an activity of the program called clinical clerkship. This segment gave students first hand exposure to the

health profession by allowing us to observe or work w the Meharry physician. During this time we also had the privilege of simulating a doctor by wearing a lab coat and tie. This is one part of the program I couldn't help but enjoy.

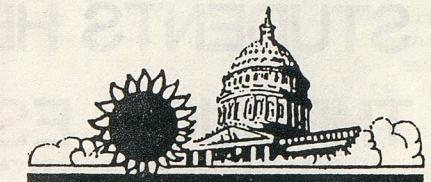
Overall, the experiences of my summer were very enriching and self-directing. Attending the McHarry Summer Biomedical Sciences Program was the best way I could have spent my summer. I would encourage anyone interested in a health career to apply to this program or one similar to it, for it can be very helpful. This was a summer I'll never forget!

(Editor's Note: Anyone wanting to learn more about summer programs such as the one in Nashville, may contact Lori Switzer, Career Education Counselor, Office of Minority Affairs, Holton Hall, 201.)

WOMEN'S NEWS

CONFERENCES

The newly formed Topeka chapter of the National Mexican American Women's Association (MANA) will host the organization's annual national conference at Topeka's Downtown Ramada Inn October 31 through November 3, 1985. It is estimated that over 400 people from around the country will attend the "Our Legacy: Destined for Leadership" meeting.



MANA

Mexican American women as they relate to literature, family, youth, voter registration, health, education, employment, affirmative action, business and other topics is the focus of the conference.

Those interested should contact the Mexican American Women's National Association, Box 1624, Topeka, KS 66601, Attn: Carmen Garcia, Lupe R. Perez or Patricia A. Young. There is a registration fee.

An international conference on the "Black Women Writer and the Diaspora" is scheduled for October 27-30 at Michigan State University.

*The 1985 Mid-Atlantic Women's Studies Association Conference is October 19-20, 1985 in Washington, D.C. It will focus on "Works in Progress: Building Women's Coalitions Across Race, Class, Ethnic, National and International lines."

SCHOLARSHIP

National Image, Inc., in partnership with the Coca-Cola Co., has established Project Cambio, a scholarship awards program that provides financial incentive and encouragement for Hispanic women pursuing a career change. Scholarships totaling \$15,000 were awarded to 30 recipients in 1984. National Image, Inc. established in 1972 is a national organization serving Hispanic employment interests in the public private sectors. There are more than 100 chapters in the U.S. May 6, 1985 is the deadline for applications. For more information write: Liz Montoya, Chair, Project Cambio Awards, National Image Inc., 2162 Candelaria, Santa Fe, New Mexico 87501

The Henton Scholarship of up to \$1,000 is available for sophomore through graduate women who are gainfully employed and returning to school. For information, contact the Student Financial Assistance Office, Fairchild Hall 116.

BUSINESS RESOURCE

The 1985 Edition of the National Directory of Minority Women-Owned Business Firms is available from Business Research Services, Inc., 2021 Midwest Road, Suite 300/ Oak Brook, Illinois 60521. The 1,600 page book lists 30,000 minority-owned and 10,000 women-owned firms. The cost is \$195.00.

STUDENT AWARDS

The Office of Minority Affairs and Special Programs at Kansas State University extends congratulations to the 23 students who have been honored with academic scholarships to Kansas State by the Minority General Scholarship Fund at KSU.

Delores Bernal, Junior in Business Administration from Shawnee, KS; Stacy Campbell, Sophomore in Agriculture Journalism from Atchinson, KS; Gelda Gely, Senior in Radio and TV/Spanish from Puerto Rico; Amy Greene, Sophomore in Journalism and Mass Communications from Olathe, KS; Robert Ketchum, Sophomore in Music from Junction City, KS; Allison Key, Junior in Business Administration from Olathe, KS; Michael Leggs, Junior in Associate Arts from Junction City, KS; Denise Middleton, Senior in Speech Path/Audiology from Salina, KS; Daniel Otero, Sophomore in Pre-Veterinary Medicine from Puerto Rico; Francesca Royster, Sophomore in English from Chicago, IL; Danielle Dempsey, Freshman from Winfield, KS; Kimberly Kilpatrick, Freshman in Psychology from Junction City, KS; Kimberly Hamilton, Freshman from Manhattan, KS; Samantha Rainman, Freshman from Ulysses, KS; Dawna Munoz, Freshman from Kanapolis, KS; Kelly Leon, Freshman from Kansas City,

MO; Michelle Ragland, Freshman from Shawnee Mission, KS; Monique Scroggins, Freshman from Manhattan, KS; Tina Tubwell, Freshman from Junction City, KS; Danette Walker, Freshman from Kansas City, KS; Michael Regan, Freshman from Junction City, KS; Pamela Crane, Freshman from Junction City, KS; Sabrina Finlay from Fort Riley, KS; Cecilia Topia from Manhattan, KS.

senior in speech and social science from 1029 N. McCollum, Manhattan. They won service awards for outstanding contributions to the Manhattan and university communities.

Denise Middleton, junior in speech pathology and audiology from 2400 Drake Place, Salina, and Glenn Taylor, junior in psychology from San Diego, Calif., won the leadership awards for having displayed outstanding leadership in university activities.

The senior achievement awards, which include a \$50 stipend, were given to those graduating seniors who have shown exceptional leadership and service to the university and community while attending KSU. These awards went to Vernita Thomas, senior in business administration from St. Louis, Mo., and Shirley Turner, senior in speech and theater education from 1521 Berkeley, Wichita.

The awards, made possible through an endowed gift from the late Arthur Peine of Manhattan, were established to recognize outstanding contributions of minority students in leadership positions at KSU. They encourage recipients to strive for academic, personal, and social excellence while at KSU and throughout their lives.

King Awards

The Martin Luther King, Jr. Memorial Award winners for the 1984-85 academic year were Vincent Cortez Bly, senior in theater from 7816 Orville Ave., Kansas City, and Eliezer Rodriguez,

CAREER SPECIALIST

The Office of Minority Affairs is pleased to announce that Lori Switzer has been added to the Educational Supportive Services staff to serve as Career Education Counselor.

Switzer, who has a B.S. in Family and Child Development and a master's degree in Counseling/Student Personnel from KSU, will be responsible for working with the K-State Career Planning and Placement Center to assist students with career decisions, job opportunities, scholarship information, resume development, interview preparation and more.

Switzer's past work experience includes serving as Academic/Personal Counselor at William Woods College in Missouri, Director of the Women's Resource Center at Kansas City, Kansas Community College, and Employment Supervisor for Avon Products, Inc. in Kansas City, Missouri. Her office is in 206D Holton Hall. All students, especially seniors, are encouraged to utilize Switzer's services and resources.

"NATIVE AMERICAN PHILOSOPHY & MEDICINE WAYS"

LECTURE: "Path of Power"

- Date: Wednesday, October 30, 1985
- Time: 7:30 p.m.
- Location:
Manhattan Middle School
9th and Poyntz
Manhattan, Kansas
- Fee: \$5.00 at the door.
(Native American Literature Available)

WORKSHOP:

- Dates: Friday Evening, Saturday and Sunday,
November 1, 2 and 3rd., 1985
- Time: 7:30 p.m. Friday until 5:00 p.m. Sunday
- Location: White Memorial Camp and Conference Center,
Council Grove, Kansas.
- Fee: \$90.00 Advance Registration before October 11th.
\$110.00 after October 11th. (Fee includes lodging
and 5 meals)

For additional information, or to pre-register, contact:
Mr. Nate Scarritt 913-764-7756,
or, Ms. Pat Embers 913-468-3627

SUN BEAR

and WABUN

ACTOR VISITS K-STATE

The first time most of us will meet Dwight Collins is when we see him on the screen playing a minor role in the movie version of Alice Walker's *The Color Purple*. But K-State Upward Bound students had a treat this summer when Collins, a former Upward Bound participant himself, came to KSU to spend a few days with the high school students to offer workshops in theater and drama.

Collins, who has been a professional actor for 14 years, received a B.A. in Theatre from Oberlin College and an M.F.A. in Performing Arts from Rutgers University.

In addition to his appearances on ABC-TV's "All My Children" and "One Life to Live," Collins has performed throughout the U.S. in regional theater shows such as "One Flew Over

"the Cuckoo's Nest," "A Midsummer Night's Dream," and "Equus."

Upward Bound students overcame their shyness as Collins had them participate in impromptu skits, acting exercises and even take on a few scenes from Shakespeare.

Participant Curtis Mitchell said, "We did some really crazy things...like pretending that we were in a room full of snakes, and acting like we threw a ball in the air and caught it but it wasn't there."

John Black said, "Dwight is a very unique man and he knows how to bring out the joy in people."

And Sarah Bly said, "I can't wait to see his movie, "The Color Purple" so I can say, "I know him!"



Professional actor Dwight Collins, in the rear of the picture, directs Upward Bound participants in

impromptu skits during a summer program on the KSU campus.

Note: Dwight Collins is back at KPU as an artist in residence. Watch for announcements.

KSU HERBARIUM HOSTS MEXICIAN BOTANIST

Japanese, Swedes, and American Blacks certainly look different from each other, there's no argument about that. They are, however, all members of the same species, *Homo sapiens*. And the same is true in the plant world: plants have a variety of looks but, often, they are members of the same species.

It is the work of botanist-taxonomists like José Luis Villaseñor, Instructor of Botany, at the National University of Mexico (UNAM) and Ted Barkley, KSU Professor of Biology and Curator of the K-State Herbarium, to differentiate between plants that only look different from one another and plants that actually belong to a different species.

Villaseñor, who worked with Barkley in the K-State Herbarium for three weeks this past summer, said as people traveled around the world they recorded names for the plants they saw. Sometimes, such as with the *Senecio* (a genus of plant related to the sunflower, marigold, chrysanthemum and, also, the dread ragweed that both Villaseñor and Barkley study), plants have 10,000 or more names.

Within the *Senecio* genus, Villaseñor said taxonomists have 10,000 names narrowed down to about 3,000 possible species, but that still isn't low enough. Within the 3,000 there are still many overlaps, and he and Barkley are working to identify the valid species names.

This summer, Villaseñor, a master's student, Herbarium technician and instructor of



VILLASEÑOR

the Botany of Higher Plants in Mexico City, was at K-State to study Barkley's large collection of *Senecio*. He said Herbaria worldwide exchange information in this manner; Barkley visited Mexico's Herbarium twice last year.

Validating a species is a complex process that consists of morphological, cytological, chemical and other analyses. Villaseñor worked this summer with forty different kinds from the possible 3,000 *Senecio* species and, with the help of Barkley and his collection, was able to narrow the list of forty down to just eight valid species. Villaseñor said discovering thirty-two overlapping names meant a good summer's work for him. Now he is back in Mexico working to finalize the validation of the eight species.

A Student's View TO ACHIEVE SUCCESS MENTALLY VISUALIZE IT

by Amy Greene

I have often thought of myself as a successful minority college student, (SMCS). Just like other SMCS's, I think, breathe and see money, goals, money, organization and most of all being at the top.

What makes a successful minority college student? From studying many minority students, I have seen a variety of SMCS characteristics. In my eyes, any person in the minority that attends a college or university automatically wins the prestigious titles of a SMCS.

In this day and time, there is a surge of minorities from different backgrounds who have a greater opportunity to attend college. Because we have risen to a point of great achievement academically, we are able to get scholarships and grants for our talents. We are now being recognized.

On the lighter side, there are other categories of successful minority college students. There is the "Statistically Studious and Smart Student," the "Competitive and Club-Membered Socialite," and there is "Me." Don't get me wrong because although I may be in a category of my own I believe there may be some readers who can identify with my plight.

The characteristics of each SMCS might describe you very well, but then again maybe they won't. Sometimes it depends on just how much of a SMCS you really are. I watched a "Statistically Studious and Smart Student" the other day in the Union. Let's give him a name: Joe.

Joe portrayed a "Statistically Studious and Smart Student" because of the following characteristics:

1. Everything about this type of student was arranged in utmost perfect order.
2. Words spoken by the student are in correct speech and usually have some type of logic in them.
3. They most often know what they are going to do in life.
4. They will not have time to do anything else but study. If eating is in the way it is simply put aside.

A second category of a SMCS is the "Competitive and Club-Membered Socialite." Those of you who identify with this category will most likely put these characteristics on your bulletin board.

1. This type of student has a hand in everything from the Physics Club, to being in a Frat or Sorority. You have enough clout to give you the edge on everyone else.
2. Awards and recognitions are your forte and occasionally you will join in some type of physical sport not only for health benefits but to compete to win.
3. People know you, but sometimes you don't know them.
4. There is sometimes a tendency to be egotistical, but most often there is a good reason for it.

Now comes the good part. The category of "Me." I'm in this category because I feel that it is a mixture of the other two. Most of you can probably identify with this category.

1. If you are in the "Me" category, you are very studious, but you also have time to be a socialite.
2. The "Me" category person is fairly well known but sometimes also plays the "incognito" role.
3. Competition is kept at a minimum. It is used mainly for the benefit of mental and physical health.
4. All types of topics may be discussed with a free, nonchalant attitude.

5. A concern for people is apparent in everyday actions.

The "Me" category sums up some of the things that make up the definition of a successful minority college student. To be successful you have to conceive of success in your minds.

There are many more categories of SMCS's not mentioned. What we as minority students need today is a goal, a dream, and the ability to make it to the top. Even if success isn't reached through a financial goal, at least we know we have been a success in our hearts.

Math/ Science Walk-in Help Sessions

207 HOLTON

Mondays 7:00 - 9:00 PM Thursdays 4:30 - 6:30 PM

Free tutoring for students who want to increase their skills in Math/ Science courses. These help sessions are particularly helpful in preparation for math pre-professional exams. Services are also available for those who wish to gain knowledge in Math/Science areas.

For more information, please contact Shahla Nikravan, Math/Science Coordinator at 532-5642.



When you go to a hospital for an operation these days, it's likely that a doctor or nurse will talk you through the entire procedure beforehand, like a rehearsal. Everyone is afraid of the unknown and health professionals have discovered that guiding people through a worry session ahead of time helps them relax. The key is to give people enough pieces of knowledge that they can build a mental lifeboat to put all the newness in as they flow into the sea of the unknown.

The same theory can work just as well if the unknown happens to be an operating room, a new school, the future--or a new culture. This past summer I went to Honolulu, to the Institute of Culture and Communication at the East-West Center, where they are building similar kinds of lifeboats for people who live and work either abroad or with people from cultures other than their own. At the Center, U.S. and Asian researchers and students are working on cross-cultural training techniques that will help people live, without too much culture shock, anywhere in the world--a vast and varied sea if there ever was one.

The East-West Center is a fascinating place. There are several hundred people, living and working together on projects having to do with communication, culture learning, food, the environment, technology, population, and other development-related issues. The people are different, the projects are different; and, yet, everyone there has a common purpose. I'm not sure exactly what it is but it has to do with trying to improve the world a little bit by doing something practical. It is a research institute but also accepts students (of all ages), from all over the world. About one-third of the participants are from the U.S.

Most of the participants at this particular workshop have jobs teaching other people how to adjust to a new culture or how to live in greater harmony with people from varied backgrounds.

Two men from the Philippines work with Amer-Asian refugee children who are coming to the States. Several work with business people, Peace Corps volunteers, international students, and others who are living abroad. Some have jobs helping people learn to cope in multicultural environments. Two Washington, D.C. area police officers (one Thai and one Hispanic) and a social worker work as a team to help police and school personnel (not to mention citizens) function in this

Building Lifeboats

county where there are 115 culture groups--all with a first language other than English--trying to get along.

For a couple of days two researchers who have similar jobs in the Israeli school system talked to participants about the difficulties of creating an environment where Israeli and Arab children can go to school together.

There was a Japanese psychiatrist who has many international clients; a woman who lives in New Guinea translating the Bible; a German woman teaching the German language in Japan; a Dutch woman who works with new immigrants in The Netherlands; a professional dancer from Malaysia who is interested in communicating nonverbally across cultures. And, of course, there was me: who thinks that since the media act as filters between most people and their image of themselves and the world, we'd better find ways to use them in a culture awareness effort.

People don't learn things like respect for varied opinions, a willingness to learn new things, openness, tolerance, and a lowered need to be judgemental as easily as they might learn multiplication tables. Realizing in your gut that the way of life you learned as a kid is not the one and only way to live is scary to most people. Prying yourself off that rock of unchanging "fact," and braving yet another "sea of unknown" involves risk, as well as opportunity and excitement. Cross-cultural training (and simply an awareness of the similarities and interconnections among all people and cultures) can be a most welcome lifeboat for people entering a new environment.

Hearing second-hand about the workshop isn't nearly as much fun as going to Honolulu and experiencing it yourself, but I want to share just a bit of what I learned. Researchers have identified at least 12 measurable results of even a minimal amount of cross-cultural training.

The first five are ways people's thinking changes by being sensitized to cultural awareness materials (cognitive); the next three are ways people's feelings change (affective); and the last four are ways their behavior changes.

After training, when you interact with people from another culture (including people other than you in your own environment) you tend to have:

(1) Greater understanding of issues from other people's points of view; (2) A decrease in the use of negative stereotypes (3) More development of complex rather than

over-simplified thinking (meaning you will take a variety of points of view into account and have broader categories of acceptability); (4) More highly developed world-mindedness (you will read more international news or information that doesn't just fit into what you already think; you will see more connections between you and the rest of nature's systems); and (5) A greater understanding of what "culture" is.

Affective changes are: (6) More enjoyment interacting with people who are different from you; (7) Increased feeling that you have a good working (or studying, etc.) relationship in your environment; and (8) A real and deep feeling for the concept of cultural relativity. (Not just a cognitive knowledge that there ARE other ways of life but a real feeling of taking other sets of standards into account to understand those other ways, and emotional knowledge that other people are not inferior because they happen to be different from you.)

And behavioral changes are: (9) Better interpersonal relationships in heterogeneous work groups--both from your point of view and from the point of view of the people with whom you are working; (10) Better adjustment to everyday stresses and better performance with respect to behaviors that are specific to the particular culture you

are in; (11) Greater ease interacting with people from the other culture, as perceived by them; and (12) Better ability to set realistic goals.

The purpose of cross-cultural training is not to minimize the differences that exist among people. Differences are assumed. The goal of cross-cultural and cultural awareness training is to reduce our personal problems with the differences.

Research has shown that people who learn to live beyond their one, given cultural frame of reference, in the long run, tend to become much more creative. They have a kind of hybrid energy that shows in their work and in their lives. They internalize feelings of cultural relativity and connectedness. They are much less authoritarian and rigid. And, they have greater need for achievement.

The last result may be the most important: if one's job is to build mental boats that will help people incorporate these kinds of changes into their own lives, they will need all of the achievement motivation they can muster.

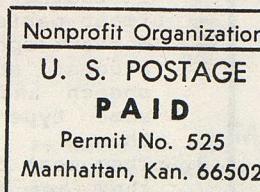
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**Note: Alliance is under construction.
Please excuse the potholes between words.**



Office of Minority Affairs

Holton Hall
Manhattan, Kansas 66506
913-532-6436



A new bulletin board for career and scholarship information is now on the 2nd floor of Holton Hall, in the Educational Supportive Services area, just outside Rm. 206D. This may be the only way we can get information to you before deadlines, so check it frequently!

Upward Bound For Africa

The KSU Upward Bound Program raised \$140.00 this summer to add to the National Upward Bound for Africa project. Each of the 421 nationwide Upward Bound programs, hoped to raise \$100 each for the fund. Congratulations to all of the Upward Bound students for surpassing their goal.

Proceeds go to Save the Children for immediate use in providing food for the famine-stricken people of African and for long-term use in developing community projects that enhance self-sufficiency and so help prevent the possibility of future mass starvation.

NSF \$\$

National Science Foundation Minority Graduate Fellowship applications are due in the Fellowship Office, National Research Council, 2101 Constitution Avenue, Washington, D.C. 20418 on November 15, 1985. NSF Minority Fellowships are awarded to students with under 20 semester hours toward a Master's or doctoral degree in several science, math and engineering fields. For information and application forms, see Lori Switzer, Holton Hall, 206D (532-6436).

New Resource

Midwest Center View is a new publication of the Midwest Race Desegregation Assistance Center located in Bluemont Hall on the KSU campus. The four-page newsletter reports on work of the MRDAC staff and includes articles of particular interest to educators or others working to sensitize people about desegregation issues. For a look at the newsletter, go to the MRDAC library in the basement of



Bluemont Hall. (The Midwest Center library is also in the basement and is an excellent resource for anyone looking into ethnic or women's issues).

Pat and Mopoi In Ethiopia

Pat Green Nuwanyakpa, Ph.D., formerly with the Office of Minority Affairs, is now personnel manager for World Vision's 300-person Ethiopian operation. Her husband, Mopoi, also a KSU graduate, is a researcher for Africa's International Livestock Center, also in Ethiopia.

Alliance--An Ethnic Newspaper at KSU
Office of Minority Affairs
Holton Hall, 206E, KSU
Anne S. Butler, Director ESS
Susan L. Allen, Ph.D., editor
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